



INNOVATION FOR A HEALTHIER PLANET

Office of the Provost

NEW PROGRAM DEVELOPMENT PROCEDURES

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I. INTRODUCTION

The University of New England (UNE) encourages and expects the development of new programs, knowing it is a critical component to the growth of the institution. The genesis of new ideas can come from multiple sources, including faculty members, administrators, and Deans. After initial discussions, faculty and/or administrators, under the guidance of the college Dean(s) from where the new program (if approved) will ultimately be administratively housed, should develop the formal documents: a Pre-Approval Proposal, a full Feasibility Study, and a Statement of Activities Pro Forma. College and University administrators and faculty, through shared governance, will then review those documents.

These guidelines are intended to help in planning and implementing new programs.

A. LEVEL OF REVIEW FOR TYPICAL NEW PROGRAM PROPOSALS

New programs refer to any new degree program, such as new majors/minors, graduate and doctoral programs, graduate certificate programs, and dual degrees.

Depending on the nature of the proposal, different types of proposals require certain levels of review. The chart below outlines the level of review for typical new program proposals. Involve external regulatory agencies and/or accrediting bodies (e.g. state, federal, or specialized) at appropriate times in the process.

Type of Proposal	Type of Proposals Defined	President/Provost Pre-Approval	College Review	UFA Review	BOT Review
New College	The development of a new college at UNE, or the move of a program/major from one college to another.	Yes	No	Yes	Yes
New Program	A set of courses taken for academic credit, including core, prerequisite, and required courses, that lead to a degree.	Yes	Yes	Yes	No
Major Revision of a Program	A change of 50% or more of a program's courses.	Yes	Yes	Yes	No
Minor Revision of a Program	A change of less than 50% of a program's courses.	Yes	Yes	No	No
New Major	A set of courses taken for academic credit that are required to fulfill an academic major.	Yes	Yes	Yes	No
New Minor	A set of courses taken for academic credit, taken to complement a student's major. A minor is generally 18 to 24 credits.	Yes	Yes	No	No
Revision to a Minor	Changes of the courses required for a minor.	No	Yes	No	No
Certificate	A set of courses taken for academic credit, taken to demonstrate a certain skill or area of study. A certificate is generally 12 to 17 credits.	Yes	Yes	Yes	No
Major Revision to a Certificate	A change of 50% or more of a certificate's courses.	Yes	Yes	Yes	No
Minor Revision to a Certificate	A change of less than 50% of a certificate's courses.	No	Yes	No	No
Degree Change	The proposed change of a degree designation for an existing program or major (e.g. BS to BA, or BS to MS).	Yes	Yes	Yes	No

B. PROGRAM PROPOSALS TIMELINE

Step	Action	AY 2019-20 Recommended Deadlines	AY 2020-21 Recommended Deadlines
Pre-Approval Proposal	Present Pre-Approval Proposal to Provost and President	by mid-July 2019	by mid-July 2020
Feasibility Study	Develop Feasibility Study	by August 1, 2019	by August 1, 2020
	Submit Feasibility Study to College Assembly Committees	September 1, 2019	September 1, 2020
	Study put on College Assembly Agenda	For October 2019 meeting	For October 2020 meeting
	Study returned to Dean(s)	mid-October 2019	mid-October 2020
	Study submitted to Provost and SVP of Finance	November 1, 2019	November 1, 2020
	Study submitted to UFA Academic and Financial Affairs Committees	mid-December 2019	mid-December 2020
	On UFA Agenda	January or February 2020 meeting	January or February 2021 meeting
Step	Action	AY 2019-20 Fixed Deadlines	AY 2020-21 Fixed Deadlines
Admissions and Registrar	Common App Deadline*; Marketing Deadline	March 1, 2020	March 1, 2021
	Catalog Final Deadline†	April 1, 2020	April 1, 2021
	First cohort	Fall Semester 2020	Fall Semester 2021
Implementation	Soft Launch (for students who change majors)	September 2020	September 2021
	Full Launch (first recruited cohort)	September 2021	September 2022

*March 1 is the Common Application deadline for the following recruitment/application cycle and academic year (e.g. April 2020 for the class entering Fall 2021).

†April 1 is the latest possible deadline to submit to the UNE catalog for the following academic year. The catalog is published the last Friday in April.

Soft Launch: New program is not on Common Application and is not marketed. It is listed on the UNE internal application and in the catalog to allow current UNE students to change majors into the new program.

Full Launch: New program is listed on the Common Application and has been fully marketed by admissions.

II. PRE-APPROVAL PROPOSAL

A. PRE-APPROVAL PROPOSAL

1. Degree:

- What is the degree or program being proposed?
- Is the name of the degree or program clearly linked to career opportunities? If the link is not clear, explain potential career paths and opportunities from the degree.

2. Proposed College/Unit to Offer Academic Program:

- Indicate collaborators across UNE

3. Lead Planners: Include at least one person representing the Dean of the host College.

4. Feasibility Study Committee (list members and/or membership criteria):

- Include collaboration and consultation with institutional and external partners

5. General Program or College Objectives:

- List at least three expected program learning outcomes
 - Describe how they will be measured.
 - Will the degree involve a practicum, field experience, or internship?
 - What are the specific competencies or concentrations within the degree?
 - What evidence is available to support the rationale for choosing these?

6. Are there special accrediting bodies associated with the degree?

7. Justification for Proposal: Provide a summary of justification for the proposed new program.

- How does the proposed program fit with the UNE Strategic Plan?
- How will the University benefit from the new program?
- How does the proposed program fit with other, current programs offered at UNE?
- What will be the perceived cost of implementing this proposed program, both in terms of faculty and facilities?
- Mention any other information that would justify further planning for this proposal.

Outcomes of the initial review by the President and Provost:

- Approval to proceed with Feasibility Study with market analysis
- Approval to proceed with Feasibility Study without market analysis
- No further development of the proposed new program

If approved to proceed with Feasibility Study, the following departments should be informed:

- Shared governance of the host college and the University Faculty Assembly (UFA)
- Admissions Office
- Registrar's Office
- Business Office

B. MARKET SCAN AND ECONOMIC/BUDGET MODEL

The market scan entails a professionally completed review of the current and emerging market for this program. It includes a professional market analysis, or an analysis of current and future vertical markets within the discipline and a competitor analysis. The Economic/Budget Model provides an opportunity to review all data regarding the preferences of potential learners, new competition, and alternative or emerging products and trends to create scenarios and budget models. The market scan is an integral part of several areas of the Feasibility Study. The information and data provided by the market scan should be used to complete the Feasibility Study.

If a professional market scan is completed, it should be attached to the Feasibility Study.

III. NEW ACADEMIC PROGRAM FEASIBILITY STUDY

A. INTRODUCTION

The Feasibility Study requires detailed information in each section and includes attached supporting documentation of evidence. Information not available or not included must be explained in the body of the Feasibility Study. The lead planner, in consultation with the Dean(s), is responsible for guiding the study through the process of review and comment by various University and external stakeholders. This is a critical part of the process for the lead planner, in concert with the Dean(s), to seek input and feedback, and make revisions and adjustments throughout the course of the study.

B. THE FEASIBILITY STUDY (DOCUMENTATION REQUIRED)

1. Full College or Program Title, Rationale, and Viability

- A. Degree to be offered and description of program
- B. Explanation or definition
- C. General program goals (maximum 3-5 major goals) and objectives
- D. Specific competencies or student learning outcomes (maximum 8-10) and measurement process

2. Program Rationale

- A. Documentation of educational, economic, and social needs. Include citation of specific studies or authorities consulted. Also include as attachments key sources (e.g. studies or documents).
 - Conceptual fit with the University philosophy and Strategic Plan
 - Place of the program in the University structure. Indicate appropriate college, school, or department. Include collaborative structures.
- B. Career opportunities and employment outlook for graduates. Include data from other professional, potential employers (e.g. as a result of the Market Scan) and published studies. Cite appropriate studies and include key sources as attachments.

3. Student Availability

- A. List of competitive programs in the state and the region or beyond, as applicable. Include institutions to which students may apply. For each program, list the institution name, degree name, concentrations or specializations (if appropriate), tuition rate, total tuition, regional accrediting body, specialized accreditation (if appropriate), admission requirements, program length/credit hours, and reputation of competitive program.

B. Application experience of other programs for the past three years.

- Include number of applications, number accepted, and number enrolled. Include data from multiple external sources on number of students indicating a preference for the program of study for the past three years for undergraduate programs and relevant comparable data for graduate programs.

4. Enrollment Projections

- A. Project FTE enrollment for years 1 to 5, including the estimated total number of new and returning students for each term or semester.
- B. Calculate an appropriate attrition rate per year for the first three years of each class and include justification.
- C. Indicate, if appropriate, the addition of transfer students to each class.

5. Model Curriculum

- A. Outline and describe required and elective courses, indicating total credits required for degree. Include measures of student learning outcomes.
- B. Provide a diagram of the curriculum structure and a sample curriculum outline indicating possible course schedule for each year of the program. Explain how the sequencing of courses, prerequisites, concentrations, practicum experiences, and length of degree is scalable to the proposed student population.
- C. If appropriate, describe the nature of field experience, independent study, competency-based education, clinical rotations, and assignments employed in curriculum design.
- D. Cite specific ways curriculum may be integrated into existing course offerings; if appropriate, see Section 7A.

6. Accreditation Requirements

- A. If the program requires specialized accreditation or can achieve specialized accreditation, describe specific requirements and their effect on the institution, e.g. faculty, space, curriculum.
- B. Describe any programmatic plans that have potential effects on institutional accreditation.
- C. Describe NECHE requirements and include documentation as required by NECHE.
- D. Describe Maine Department of Education (MEDOE) requirements and include documentation as required by MEDOE, if applicable.

7. Educational Requirements and Capacity

- A. Impact of proposed program on existing programs: Include impact of increasing the number of students in service/support courses. Include undergraduate general education competencies for all undergraduate degree programs. Obtain data on required increases in sections of courses, development of new courses, and personnel required to meet increased demand.
- B. Impact on academic support area, e.g. Student Academic Success Center (SASC), Library Services, Information Technology Services (ITS), the bookstore, enrollment management, and the Registrar.
- C. For those programs requiring field-based experiences, include data on availability of field or clinical sites for student placement as well as mechanism and cost for student supervision, e.g. program faculty or placement faculty supervision.

8. Facility Requirements and Capacity – Describe the primary mode of instructional delivery

- A. Renovation of current classroom, laboratory, clinical, and/or research spaces required.
- B. Additional space requirements, such as faculty offices, professional staff offices, new classrooms, laboratories, and clinical and research spaces. (Provide projections for five years.)
- C. Additional academic support area space requirements, such as the SASC, Library Services, ITS, the bookstore, enrollment management, and the Registrar.
- D. Residential life capacity.
- E. Online learning and ITS support: All new programs must meet with the College of Graduate and Professional Studies (CGPS) to determine support required for anticipated online learning (if appropriate).

9. Student Life Considerations

- A. Impact of additional students on student support services, such as Student Health Center, Student Life, Student Counseling Center, Student Financial Services, Dining Services and meal plan, and the bookstore, especially as they relate to adult-oriented programs.
- B. Impact of new student demographics (age, commuter vs. resident, gender) on areas listed above as well as minority populations, parking, and athletic programs. Consider and describe special needs of non-traditional students and online learners.

10. Program Resources

A. Personnel

- Position requirements of professional staff and faculty who will assume major responsibility for the program (include as an attachment). Describe specialty roles needed and include an explanation/justification for all positions. Consider the availability of faculty with the needed expertise and standard salary requirements to get a top-quality candidate.
- Specific effect on existing programs if current faculty members are reassigned to new program.
- Administrative assistance and staffing needs.

B. Equipment: New equipment required for program and a plan for its acquisition, i.e. year-by-year plan and potential grants, donations, and unique revenue sources.

11. Financial Projections

NOTE: Use the template, *Statement of Activities Pro Forma – Undergraduate updated 12-2-16*

A. Five-year financial projection with rationale for each item.

B. Project costs to other academic areas to provide support courses for the program. (Provide projections for five years.)

C. Include in narrative an estimate of start-up commitment prior to revenue generation and at what point (in months) it is expected that the proposed program's revenue is projected to exceed its expenses or reach a steady financial state.

D. Include program cost computation for new program and for existing programs.

E. What additional funding is required beyond projected income to support the program during any given year? Identify the source of that funding.

F. Identify potential outside or independent sources of funding that may be available to the program.

12. Timeline for Marketing and Implementation

A. Provide an overall timeline indicating the major events/activities from initiation through admission and enrollment of the first class.

B. Attach the timeline to the study.

13. Executive Summary

The Executive Summary should be one to two pages in length and should briefly summarize the content of the Feasibility Study. It should include, but is not limited to, the following elements:

- A. Title of the program and the degree to be offered.
- B. Summary of market analysis and mission fit.
- C. Description of the program goals curriculum (course content, sequencing, and student learning outcomes/competencies); methods of instruction; accreditation requirements; timeline for implementation.
- D. Rationale for the program; educational and/or social needs; conceptual fit with the University mission; placement of program in the University structure (college, school, department); enrollment projections.
- E. Impact on University resources; income and expense projections; faculty, staff, equipment, and space requirements; academic support services (e.g. Library Services, Registrar, Admissions). Identify outside or independent sources of funding.
- F. Feasibility Study sign-off sheet verifying accuracy is required from all parties who reviewed the study throughout the planning process. Customize for each Feasibility Study. See Appendix for an example of a sign-off sheet.

14. Addendum

While the process described above is intended to lead to a comprehensive and objective review of a proposed new program, it is possible that questions and/or concerns about a new program may remain unresolved at the time of UFA's review. If such a situation arises, the following protocol will be followed before a new program proposal is taken to the President for final approval.

- a. Outstanding questions and/or concerns that UFA identifies will be summarized in written form and sent to the lead planner/program sponsor, the chair of the UFA Academic Affairs Committee, and the UFA Financial Affairs Committee;
- b. The lead planner/program sponsor and the UFA Academic Affairs and Financial Affairs Committees will work to resolve any issues and come to agreement on the final proposal;
- c. If issues related to the proposed new program remain unresolved, the Provost as Chief Academic Officer, will make the final decision and forward the program proposal to the President.

Following review by shared governance bodies as appropriate, the President and Provost will review the material developed in the planning process, consider evidence of current economic and educational trends, and determine the suitability and viability of the proposed new program.

IV. THREE-YEAR NEW PROGRAM REVIEW

All new programs (including new majors and minors) must undertake an evaluation following their third full academic year in the University catalog. If a new program is housed in a department that is scheduled to conduct an internal program review within a year of this three-year new program review, the Office of the Provost will consider scheduling the reviews during the same time frame and adjust the timeline accordingly. This new program review needs to follow the format of the Feasibility Study and focus on comparing the data and projections in the original study and its related Statement of Activities Pro Forma to the actual data and findings in this three-year period.

The review needs to evaluate the extent to which the new program has met the benchmarks in the Feasibility Study and Statement of Activities Pro Forma. It needs to address any modifications the new program has made or will make, and if applicable, explain the ways in which the University can help the new program achieve its goals. (Some questions to consider include: What has changed since the Feasibility Study and Statement of Activities Pro Forma? What do the data over the last three years reveal? Where is the program now? Does the new program have the resources it needs from, for example, ITS, SASC, and/or Library Services?)

In addition to undertaking a financial evaluation of the program, this three-year review needs to evaluate the program's curriculum. The evaluation should address, for example, the curriculum's alignment to the program learning outcomes, the program's ability to offer all of the classes that students need to complete the degree, and/or the relevancy of the courses to disciplinary needs and market demands.

Finally, the three-year review needs to address the new program's plans for the ensuing years until the next scheduled internal program review. In what ways does the new program align with the department's strategic plan? The review needs to include a revision of enrollment and financial projections to use as reference points for the coming years.

While new programs might not yet have sufficient data to undergo a comprehensive evaluation, for example, undergraduate majors or minors may not yet have graduation data at this point, they should provide as much data as is available at the time of this review. (To the extent possible, they should follow the procedures and priorities detailed in this document to report numbers, consider their resources, discuss the value they add to their department(s), college(s), and the University, and explore the level of competency students can achieve from completing the program.)

In the event the three-year review indicates the program's non-viability and revisions do not forecast positive results, the review needs to identify a general process with anticipated difficulties for discontinuing the program. Include a timeline and plans for: phasing out and teaching out the program; placing students in other programs or other institutions; and reassigning or terminating faculty.

**APPENDIX:
Feasibility Study Notification and Agreement Process**

Program Title:

College:

By signing below, you are indicating that you have read and/or discussed the above new program Feasibility Study with the lead planner/program sponsor and that your suggestions and recommendations have been addressed.

(Below are examples of possible sign off areas.)

Library Services:

Departments and Colleges providing support courses:

Facilities:

Student Life:

Admissions:

Registrar:

Financial Aid:

University Budget Office:

ITS/ATS: